



The Eliot Bank and Gordonbrock  
Schools Federation



Executive Headteacher: Mrs Kathy Palmer

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Head of School: Mr Mark Ridler  
[www.eliotbank.lewisham.sch.uk](http://www.eliotbank.lewisham.sch.uk)

Gordonbrock School  
Amy Ruth Road  
London SE4 1HQ  
Head of School: Miss Maria Gilmore  
[www.gordonbrock.lewisham.sch.uk](http://www.gordonbrock.lewisham.sch.uk)

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# School Direct *(Tuition Fee)* Programme 2018/19

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The School Direct (tuition fee) Programme is a school led training route to becoming a qualified teacher and achieving Qualified Teacher Status (QTS) as well as a Postgraduate Certificate in Education (PGCE).

The Eliot Bank and Gordonbrock Federation of Schools are excited to be part of School Direct. We believe that teachers learn best in the classroom, however this needs to be underpinned by a deep understanding of child development, pedagogy and learning. School Direct offers students the opportunity to learn whilst based in school rather than a university. This doesn't mean you'll be thrown straight in at the deep end or expected to work things out for yourself, as a School Direct trainee, you'll be surrounded by experienced teachers and mentors to support you from the start.

We have the following places for 2018/19:

	Eliot Bank Primary School	3
	Gordonbrock Primary School	3

Our federation has a track record of enabling teachers to become good and outstanding practitioners. All students who complete the course to the highest standard have gone on to be directly employed by the federation. We now have a number of successful teachers who have trained through this route.

As well as hard work and commitment this takes an unreserved belief that every child should have a quality education and an understanding that it is our job to overcome all barriers to enable them to succeed.

Each school has unique qualities. They have very different sites, and catchments. Our partnership model celebrates the differences but is built on principles of good practice.

## Our Schools

### The Federation

The Eliot Bank and Gordonbrock Schools' Federation began as a soft federation in September 2010. Kathy Palmer was the Headteacher of Eliot Bank. She had worked at Gordonbrock as an advisor for a period of time. Despite this, it was felt that Gordonbrock was not making the rapid improvement that it needed to make and that a new model was needed.

In September 2010, Kathy Palmer became the Executive Headteacher working strategically across both schools whilst the day to day running of the schools was undertaken by a Head of School. This proved to be very successful. Eliot Bank continued to thrive with results rising. Staff have taken on more responsibility and played various roles in the partnership. A few have been seconded to work at Gordonbrock, others have worked alongside Gordonbrock colleagues to improve the quality of leadership, teaching and learning or to develop curriculum areas. As a result standards at Gordonbrock have risen and in a recent Ofsted it was judged as good with outstanding leadership and management.

We continue to work closely together. The leadership teams meet regularly to ensure that systems that are aligned are working well. The Heads of School work together where required to support and challenge one another. The schools work from the same curriculum map and year group teams meet regularly to plan. Phase leaders and curriculum leaders are also developing their partnerships with joint learning walks and shared strategic planning.

We became a hard federation in September 2013. This gives a formal framework to the partnership and enables the schools to move forward with long term security. We are determined that the schools will keep their individuality underpinned by common expectations and purpose.

Strengths within the schools include:

- Leadership and management
- Curriculum
- Marking and Feedback
- Talk for writing
- Teaching of maths
- Support for under achieving groups including those with SEND and in receipt of the pupil premium.

There are positive relationships within each school and across the federation with staff working hard within a relaxed atmosphere.

Teachers are supported in their role in a variety of ways:

- A leadership team is well established and highly motivated with a clear focus on raising standards through purposeful learning.
- Year groups are organised into phases, each with a phase leader who is a member of the leadership team
- Good organisation throughout the school with a wide range of policies and systems in place.
- There is a detailed planning framework and planning is done in teams involving Teaching Assistants. Teaching Assistants are knowledgeable and motivated, taking responsibility for a number of intervention strategies as well as for some assessment and feedback and displays.
- Our admin and premises staff ensure that the school is very well maintained and organised. They play a vital part in school life.

We are committed to the provision of quality continuing Professional Development for all our staff. This includes the development of new teachers. There is a full programme of CPD with induction, quality professional development meetings, coaching and access to high quality external INSET. Many of our appointments are internal as staff develop and are able to step up. We have a well-established cycle of monitoring, evaluation and support, focussing on various aspects of the school. Performance management, observations and peer coaching are part of this process.

### **Eliot Bank School**

Eliot Bank is a community primary school on the borders of Forest Hill and Sydenham in south east London. It is large school with approximately 540 children on roll.

The school is organised into two forms of entry, with two additional bulge classes which started in September, 2012. The school has a nursery providing both part time and full time placements.

The intake to the school is a wonderful mix of ethnicity, race culture and socio- economic backgrounds. The children have a wide range of needs including those with special educational needs and some who are very able. We are focussed on children's learning and have developed meaningful cross curricular planning building up layers of knowledge and understanding. We believe in making learning exciting and our curriculum is skills based and includes a wide variety of visits and visitors. We encourage children to demonstrate their learning through a range of strategies and we are increasingly involving them in planning for learning.

Expectations and outcomes are very high. This is because we have a belief that every child will succeed, whatever their background. We will do everything and anything to help each child to be a success. This takes determination, consistency by the staff and an uncompromising attitude by the leadership team.

The school site is beautiful. The school is built on the side of a hill with views across London. We have many trees and shrubs as well as our own pond and wildlife area. There are two playgrounds and lots of steps! The building is very well maintained, providing a pleasant working environment for staff and pupils.

The classrooms are above average size and there is a good level of resourcing across all curriculum areas.

Our children can make demands in terms of their behaviour and social skills, though the school has a calm working atmosphere and the behaviour of the children is good. This is brought about through the clear and consistent behaviour policy applied throughout the school, and the amount of time and energy that all staff put into its implementation.

Curriculum responsibility is organised through a team approach ensuring that staff of all areas of experience and expertise can make a contribution and can learn about this aspect of school life.

Staff wellbeing is taken seriously. The school has been accredited as an 'Investor in People' institution for the fourth time.

The staff and children of Eliot Bank are caring, friendly and supportive. We believe in a learning environment for all in which everyone has a part to play and a contribution to make. Parents are made welcome and there is an ongoing dialogue between staff and parents which is established in the foundation stage and continues throughout the school.

In our Ofsted Inspections (January 2007 and September 2008 and February 2010) the school was recognised as 'Outstanding' in all areas. The team recognised the high level of need of many of our children and the drive and commitment of the staff to enable them to achieve. We are a National Support School led by a National Leader of Education. Working closely with colleagues from other schools has provided staff at Eliot Bank with many opportunities to develop strengthen their own practice. In Spring 2016 we received an award from the DfE which recognises the high levels of attainment by our Pupil Premium pupils for the last 3 years.

### **Gordonbrock School**

Gordonbrock is a community primary school in Brockley in south east London. It is large school with approximately 630 on roll.

From September 2011 Gordonbrock was designated a three forms of entry school. There is also a nursery providing part time placements.

The intake to the school is a wonderful mix of ethnicity, race culture and socio-economic backgrounds. The children have a wide range of needs including those with special educational needs and many who are very able. We are focussed on children's learning and have developed meaningful cross curricular planning building up layers of knowledge and understanding. We believe in making learning exciting and our curriculum is skills based and includes a wide variety of visits and visitors. We encourage children to demonstrate their learning through a range of strategies. We value music and PE highly, buying in additional expertise in these areas.

This is an exciting time for Gordonbrock. We have been part of a £10,000,000 redevelopment of the school which has resulted in a purpose built school with excellent ICT facilities, large classrooms and group rooms.

A small number of our children can make demands in terms of their behaviour and social skills, however the school has a calm working atmosphere and the behaviour of the children is good. This is brought about through the clear and consistent behaviour policy applied throughout the school.

The staff, children and parents of Gordonbrock are caring, friendly and supportive. We believe in a learning environment for all in which everyone has a part to play and a contribution to make. Parents are made welcome and there is an ongoing dialogue between staff and parents which is established in the foundation stage and continues throughout the school. There is a strong Parent Teacher Association that is very representative of the community it serves.

In our Ofsted Inspection of October 2012 the school was judged as 'Good with outstanding features'. Please see a copy of the report included in your application pack.

## ITT Partner

We have established a partnership with the Bromley Schools' Collegiate (BSC), judged as Outstanding by Ofsted. We work closely with them as our Initial Teacher Training provider.

Bromley Schools' Collegiate are responsible for the assessment of trainees and the recommendation for QTS (Qualified Teacher Status) and PGCE (Post Graduate Certificate in Education). Trainees will be in school Monday - Thursday with training taking place on Fridays at the BSC training suite located at Chislehurst School for Girls. The program is well organised and systematically works through the knowledge and skills necessary to become a good teacher.

For more information please visit <http://www.bscteach.co.uk/>.

## Our School Direct (tuition fee) Offer

Our offer will give the students the benefit of working in two schools and three phases during the course of the year. In addition they will observe in the children's centre attached to Eliot Bank.

Throughout this experience trainees acquire the skills, knowledge and understanding of the range of elements which make an outstanding teacher, as specified in the Teachers' Standards; from developing good relationships with children and other colleagues to promote learning, to working within a framework and national and school policies to deliver the Curriculum. Experience in school progresses from observing and working alongside the class teacher, to taking full responsibility, initially for individuals and groups, and later, for a whole class.

Students will be completely immersed in their schools with an expectation that they will participate in day to day life. Students will be expected to teach whole classes early on in their placement, with the support of their class teacher. Students must work the full school year.

### Autumn Term

- Work/study in the 1st School in one class.
- Attached to a good/outstanding teacher.
- Attend BSC based training.
- Opportunity to develop practice with students in the partner school.
- Participation in cross school professional development opportunities.
- Focussed activities in a second year group.

### Spring Term

- Work/study in the 2nd School in a different year group.
- Attached to a good/outstanding teacher.
- Attend BSC based training.

### Summer Term

- Continue to work/study in the **2<sup>nd</sup> School** school in a third year group.
- Attached to a good/outstanding teacher.
- Attend BSC based training.



Gradual transition from working alongside a teacher to take responsibility for groups, then the whole

Our offer will enable you to become an effective, confident teacher whose classroom practice is informed by an advanced knowledge of educational theory, and who will continue to learn and reflect throughout their careers. We will help you to acquire the skills and expertise to support children's learning prepare you to teach in an inclusive environment provide professional development in all National Curriculum subjects ensure that you show a concern for professional values and demonstrate the positive attitudes and behaviour you expect from pupils.

## Testimonials

Please find below a selection of testimonials from some of our previous school direct students.

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*“ The biggest attraction to the Schools Direct process was that I could train and learn to be a teacher on the job. Being in class from day one means that the theoretical lessons you receive on college days make more sense because you have already seen it in action. Gordonbrock and Eliot Bank are schools with a fantastic atmosphere. The work on display and on the website made it clear that these schools are incredibly proud of their children and make them the heart of the school's public image. This impression has only increased since working for the federation*

*Both schools have been incredibly supportive in my time here. Every member of staff is happy to help each other and I felt incredibly welcomed straight away.*

*The training year is hard work but incredibly rewarding. It was a risk to change careers and start work as a trainee teacher but I am currently enjoying my NQT year and have never looked back.*

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*Ben Stephen, School Direct Student 2016/17 Cohort, now in his NQT year as a Year 5 Class Teacher at Gordonbrock School*

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*“ The school direct route of training was absolutely the right path for me and I am so glad I did my training at the Eliot Bank and Gordonbrock Federation. Being fully immersed in school life gave me the opportunity to learn from outstanding teachers and put my learning in practise straight away. It also gave me lots of confidence and by the end of my training I felt fully prepared to take on my own class due to the amount of classroom experience I had gained.*

*The ethos of Eliot Bank and Gordonbrock appealed greatly to me and I knew I would be learning from teachers with a wealth of experience and expertise. The federation is known for academic excellence but is also a creative, supportive and inclusive community. This was then underpinned by the excellent training from Bromley School Collegiate.*

*Over the course of my training I had placements in 4 different year groups across all key stages. I loved all my placements and it was so beneficial to experience this. All the children I worked with were amazing and I enjoyed my time with each different class. The support I received was incredible, the staff are extremely knowledgeable but also very welcoming.*

*School direct training is hard work, but if you want to teach it will reward you day after day.*

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*Catherine Rolle, School Direct Student 2016/17 Cohort, now in her NQT year as a Year 5 Class Teacher at Eliot Bank School*

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*“ I chose school led teacher training as my career path over university led training because I wanted the experience of teaching. I believe learning from experienced colleagues and participating with lessons and the day-to-day running of a classroom allows a greater insight and confidence when taking your own class.*

*Eliot Bank was always my first choice when applying for the course; this was due to my past experience of being a former pupil of the school. My memories of Eliot Bank were so positive that I didn't even have to think about my first choice, I also have fond memories of the teaching staff and was inspired by my old Year 6 teacher, of whom I believe my love of teaching and style started.*

*The main highlights of my SD year, besides qualifying, were when I was able to teach either a whole scheme of work or a whole day. The transition and progress the children made really motivated me, I also enjoyed when I was able to teach lessons which enabled me to express my own and the children's personalities*

*The school and staff across both sites were very supportive and friendly, I would not have been able to achieve as much as I did without the expertise and trust that those around me were able to provide.*

*The main tips I would give to new SD trainees would be to foster as many positive professional relationships with both staff and pupils as you can. These will be invaluable and provide you with so much enjoyment and support. Also keep as organised as you can and get the easy work out of the way as early as possible, do not put off for tomorrow what you can do today. Lastly, keep a social life. It is so important to still enjoy your free time, whatever you fill it with.*

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*Daniel Costello, School Direct Student 2016/17 Cohort, now in his NQT year as a Year 4 Class Teacher at Gordonbrock School*

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“ I embarked on my journey into Education in September 2015 at the Eliot Bank/Gordonbrock Federation, having previously worked as a freelance Musician and teacher. I specifically chose the school-led teacher training route as it offered upfront, ‘hands on’ insight into the profession, as opposed to having shorter isolated placements on a university-led degree. As a person who learns from ‘doing’ – this route was perfect for me. Not only did I gather a wealth of teaching experience from taking responsibility early on, but I was able to enjoy each of my terms in different phases across the federation. By the end of the year, I felt well equipped with the knowledge, skills and expectations for my NQT year at Gordonbrock.

I am delighted to be spending both my SD and NQT years in the Federation. As leading schools in a culturally thriving borough, I was able to not only grow and learn from the effective mentoring of the staff and senior leadership, but from the children themselves. This Federation prides itself on the professional development of its staff, and I have particularly enjoyed the extra training sessions, such as Singapore Maths and Kagan, that this federation offers. I have felt supported throughout my SD year, and have continued to be mentored during this year as an NQT.

I would highly recommend choosing the SD route into teaching, which offers a true, enriching experience into teaching.

*Katie Miner, School Direct Student 2015/16 Cohort, currently a Year 3 Class Teacher at Gordonbrock School*

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“ I think the best way to learn is through the actual experience. School led training meant that I could be in class, teaching and learning at the same time. Gordonbrock and Eliot Bank have high standards and are good and outstanding schools. Because of this, I felt I was learning from the best.

The level of support I received from all members of staff was amazing. I couldn't have gotten through the year without the support of the teachers and TA's I worked alongside over the year.

*Sonia Simpson, School Direct Student 2013/14 Cohort, currently a Year 2 class Teacher and Literacy Team Leader at Gordonbrock School*

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“ I chose to complete the Schools Direct route because it gave me a wealth of classroom experience – I spent more time in class in the first term than some PGCE courses give altogether. I felt that the best way to learn to be a teacher was by watching other professionals, and then getting the chance to implement what I had observed instantaneously. Having worked at the school as an LSA I knew that it was an inclusive and supportive environment in which to train, and being able to apply to specific schools meant that I could optimise and tailor my experience. There were several highlights to the year, and I felt that my placements and mentors were varied and enabled me to gain a wide breadth of experience. I felt well supported by the staff at both schools in the federation, and all were eager to help out with advice whenever I needed. The school have an excellent approach to continuing to support and train their staff, even after they have completed their training.

*Robyn Drummond, School Direct Student 2014/15 Cohort, currently a PPA Teacher at Gordonbrock School*

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*Rose Wilkes, School Direct Student 2014/15 Cohort, currently a Year 1 class Teacher at Eliot Bank School*

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“ Having decided to make a career change from the charity sector into teaching, I decided to take the Schools Direct salaried route because it gives you the opportunity to hit the ground running and be in the class room from day one with your mentor - something university based training just can't offer.

The Schools Direct route allowed me to carefully choose the schools I wanted to work with. The whole school ethos of Eliot Bank & Gordonbrock provides the children with an excellent academic education, balanced by a broad, relevant curriculum was one that rang true with me and I was delighted when I was accepted on to their training scheme.

The level of support from both the schools was amazing. Both the mentors and senior mentors were always on hand to guide and advise me throughout the year and help me develop the skills I needed to feel comfortable and capable when in charge of my classes.

Schools Direct is an intense year with its own challenges, but knowing that I was getting the best possible training and working with the children from day one was a huge benefit. That 'lightbulb' moment when one of your children suddenly understands is the best reward there is.

*Sarah Addelsee, School Direct Student 2015/16 Cohort, currently a Reception Class Teacher at Eliot Bank School*

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## Assessment

You and your tutors / mentors will review your progress regularly throughout the programme, through assignments, audits, feedback and tutorials. We base your final assessment on a range of evidence, including observations of your teaching, assignments, subject knowledge development, professional conduct and responses to self-study. Attendance and punctuality are important requirements and are assessed as aspects of your professional attributes.

Assessment of the teaching is carried out regularly through observations of lessons throughout the placement. An essential part of the course is the tasks and assignments that trainees carry out to address a number of topics.

Teaching is assessed against Qualified Teacher Status (QTS) Standards, teaching practices across three school placements. Observations and assessments are made by school-based mentors and link tutors. Subject knowledge, pedagogy and a trainee's development as a reflective practitioner are assessed through a combination of observations, written assignments and evidence files.

## Fees

As the name suggests, the School Direct (tuition fee) route of study is unpaid and a £9000 tuition fee is payable, which can be funded with a guaranteed student finance loan.

If you have a 1st or 2:1 Honours degree a £3000 tax-free bursary is available.

There is lots of financial support available to help fund school-led training. Depending on your degree class and the subject you want to teach, you could be eligible for a generous tax-free bursary or scholarship. If not, you'll still have access to a tuition fee and maintenance loan to cover your training.

For more information please visit:

- Tax Free Bursary or Scholarship: <https://getintoteaching.education.gov.uk/funding-and-salary/overview>
- Tuition Fee and Maintenance Loan: <https://getintoteaching.education.gov.uk/funding-and-salary/overview/postgraduate-loans>
- Bromley Schools Collegiate: <http://www.bscteach.co.uk/>

## Entry Requirements

- You must have a GCSE pass at grade A\* to C in English, Mathematics and a Science
- You must have a Degree (2:2 or higher)
- You must have passed both the Literacy and Numeracy Professional Skills Tests.

*If your qualifications were awarded abroad, you must submit proof of equivalency from NARIC with your application.*

*For more information please visit <http://www.ecctis.co.uk/naric/default.aspx>.*

## What We are Looking For

<p><b>Potential to Teach</b></p> <p>We are looking for candidates who are excited by the prospect of working with young people and show a strong desire to help young people to learn about and understand a range of subjects. You should be enthusiastic about your subject. Young people respond to humour and warmth positively and it's especially important to be able to communicate clearly. You will be required to use your imagination and enthusiasm in equal measure. Alongside this we will be looking for candidates who have resilience and patience to work with both pupils and colleagues.</p>	<p><b>Transferable Skills</b></p> <p>We will be looking for candidates with transferable skills that will serve them well as a teacher. You will have the ability to plan and organise your work well, and a confident presentation style. We will also be looking for recent experience of life in a state-maintained school.</p>
<p><b>Knowledge</b></p> <p>We Are Looking For Candidates You Can Demonstrate:</p> <ul style="list-style-type: none"> <li>➤ An Understanding Of The Role Of A Teacher</li> <li>➤ An Awareness Of The National Curriculum And The Framework For Literacy And Mathematics</li> <li>➤ Ability To Use ICT For A Range Of Purposes</li> </ul>	<p><b>Inclusion</b></p> <p>We are looking for people who irrespective of their background understand that all people have a right to be treated with respect. You'll need to work with your colleagues and with parents to ensure that you are aware of the particular needs of your classes. Many schools have a very diverse pupil population which provides a great opportunity to learn more about other people's cultures and beliefs. Find out about schools' equal opportunities policies to see examples of the ways in which they outwardly demonstrate that they are committed to respecting individual differences</p>
<p><b>Personal Qualities</b></p> <p>We are looking for candidates who can demonstrate:</p> <ul style="list-style-type: none"> <li>➤ Ability to work on own initiative and manage own work load.</li> <li>➤ Ability to combine work and study.</li> <li>➤ Ability to work cooperatively and effectively with colleagues</li> <li>➤ Ability to build relationships with children that promote learning</li> <li>➤ Clear and accurate verbal and written communication skills</li> <li>➤ Ability to read effectively</li> <li>➤ An interest in and enjoyment of working with children.</li> <li>➤ Ability to reflect on own practice and learning and listen to advice</li> <li>➤ Determination to achieve Qualified Teacher Status</li> <li>➤ Positive attitudes towards children and young people</li> <li>➤ An understanding of children's needs</li> <li>➤ An understanding of the professional boundaries related to child protection procedures</li> </ul>	<p><b>Qualifications</b></p> <p>You must have</p> <ul style="list-style-type: none"> <li>➤ a GCSE pass at grade A* to C in English, Mathematics and a Science</li> <li>➤ a Degree (2:2 or higher)</li> <li>➤ You must have passed both the Literacy and Numeracy Professional Skills Tests.</li> </ul> <p><i>Please note: If your qualifications were awarded abroad, you must submit proof of equivalency from NARIC with your application. For more information please visit <a href="http://www.ecctis.co.uk/naric/default.aspx">http://www.ecctis.co.uk/naric/default.aspx</a>.</i></p>
<p><b>Opinions Around Current Educational Issues</b></p> <p>We are looking for candidates who are familiar and interested in currant educational issues.</p>	<p><b>Other</b></p> <p>We are looking for candidates who have:</p> <ul style="list-style-type: none"> <li>➤ Interests that would enhance children's learning experience</li> <li>➤ Willingness to implement and promote equal opportunities policies</li> <li>➤ Good health</li> <li>➤ Clean Criminal Record</li> <li>➤ Willingness to seek employment as a teacher in the partnership</li> <li>➤ We are committed to equal opportunities and welcome applicants from groups under-represented in primary schools, for example, men, those from ethnic minority groups and those with disabilities.</li> </ul>

## Recruitment & Selection

All applications should be made through UCAS. You can search for our programme via the UCAS search tool and then start your application online through that portal. When completing your application the following codes should be used:

Subject	Course Code	Course Type	Provider	Provider Code	Campus Code
<b>Primary</b>	<b>2KTZ</b>	<b>SDT</b>	<b>Warren Rd</b>	<b>1U0</b>	<b>B</b>

Once you have submitted your application you are able to track it online via the UCAS tracker system.

If you would like to register your interest in the programme whilst you are in the process of completing your UCAS application please contact Anne-Marie Küçükkaramuklu at [akucukkaramukl.209@lgfmail.org](mailto:akucukkaramukl.209@lgfmail.org)

Received applications will be shortlisted. Full details of the interview day will be provided to successful candidates, and unsuccessful candidates will be advised by the UCAS TT (teacher training) notification service.

The recruitment process is designed to test the candidate's suitability for teaching and National Curriculum knowledge for Primary Education. Our recruitment events will take place at either Eliot Bank School or Gordonbrock School. Interviews can last a whole day and will include a classroom activity, timed literacy and numeracy exercises, a presentation to the interview panel and an interview.

Applicants who are successful at interview will be made a conditional on the programme<sup>1</sup>. Once an offer has been received by the applicant they must reply online using Track on the UCAS TT website and in writing to us, the Federation, as well as Bromley Schools' Collegiate. Once offers have been sent and accepted Bromley Schools collegiate will arrange for contracts to be sent to you, this document will set out details of the tuition fee schedule<sup>2</sup>.

The Eliot Bank and Gordonbrock Federation of Schools is fully committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We implement all elements of the safer recruitment process and all posts are subject to pre-employment checks. References will be sought and successful candidates will need to undertake an enhanced Disclosure & Barring Service (DBS) check.

## Further Information

If you would like any further information regarding the programme content and fees please contact Bromley Schools Collegiate on 020 8300 6566 or to [administrator@gradteach.co.uk](mailto:administrator@gradteach.co.uk).

## Useful Websites

- Bromley Schools Collegiate: <http://www.bscteach.co.uk/>
- GOV.UK Get into Teaching: <https://www.gov.uk/government/organisations/department-for-education>
- UCAS Teacher Training: <https://www.ucas.com/ucas/teacher-training/ucas-teacher-training-apply-and-track>

<sup>1</sup> All offers will be conditional to applicants passing all elements of the safer recruitment process. Offers can be subject to qualifications if applicants are waiting for results at the time the offer is made.

<sup>2</sup> Please note that a tuition fee deposit will be required within 14 days of the offer being received by the applicant – the deposit should be paid directly to Bromley Schools Collegiate.